DOCUMENT RESUME

ED 456 492 CS 510 644

AUTHOR	Frisby, Cynthia M.; Reber, Bryan H.; Cameron, Glen T.
TITLE	Changing Direction: Assessing Student Thoughts and Feelings about a New Program in Strategic Communication.
PUB DATE	2001-08-00
NOTE	34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (84th, Washington, DC, August 5-8, 2001).
AVAILABLE FROM	For full text: http://list.msu.edu/archives/aejmc.html.
PUB TYPE	Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Advertising; Curriculum Development; Higher Education; Integrated Curriculum; *Public Relations; *Student Attitudes
IDENTIFIERS	*Strategic Communication

ABSTRACT

A number of recent studies have examined integration of advertising and public relations, but none reports what students think. Over three semesters, students in an introduction to strategic communication course were asked to assess an integrated public relations and advertising curriculum. Students supported integration and viewed a focus on new technology, having a toolkit of integrated communication methods, and understanding the basics of relationship building as paramount. Public relations and advertising students differed regarding the value of relationships, new technologies and a toolkit approach. The importance placed on relationship building differed by race and gender. (Contains 39 references and 3 figures of data.) (Author/RS)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 456 492

Changing Direction: Assessing Student Thoughts and Feelings About a New Program in Strategic Communication

By

Cynthia M. Frisby, Ph.D.
Assistant Professor
Missouri School of Journalism

Bryan H. Reber
Doctoral Candidate
Missouri School of Journalism

Glen T. Cameron, Ph.D.
Professor
Missouri School of Journalism

Address first author at:
University of Missouri-Columbia
76F Gannett Hall
Columbia, MO 65211 – 1200
Office phone: (573) 882-6232
FAX: (573) 882-9002
E-Mail: frisbyc@missouri.edu
Web site: http://web.missouri.edu/~advcf

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
C. Frisby
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CS 510 644

BEST COPY AVAILABLE

Abstract

A number of recent studies have examined integration of advertising and public relations, but none reports what students think. Over three semesters, students in an Introduction to Strategic Communication course were asked to assess an integrated public relations and advertising curriculuma. Students supported integration and viewed a focus on new technology, having a toolkit of integrated communication methods, and understanding the basics of relationship building as paramount. Public relations and advertising students differed regarding the value of relationships, new technologies and a toolkit approach. The importance placed on relationship building differed by race and gender.

CHANGING DIRECTION: ASSESSING STUDENT THOUGHTS AND FEELINGS ABOUT A NEW PROGRAM IN STRATEGIC COMMUNICATION

The foundation of every great advertising or public relations campaign is a strategic plan. Strategy, according to Thorson and Moore (1996), is a necessary first step in the creation of effective advertising campaigns. "Strategy," they argue, "is recognized as the compass that provides the direction to keep the creators of advertising on course amid a sea of possible advertising messages" (p. 135). While most advertising and public relations practitioners will agree that strategy improves the efficiency with which a persuasive message functions and operates, there has been less acceptance of using a comprehensive strategic approach in undergraduate academic programs (Griffin and Pasadeos 1998; Duncan, Caywood & Newsom, 1993; Pasadeos, 2000; Treise & Schumann, 1995).

Implications and Contributions

Scholarly debate and discussion of recent movements toward integrated marketing communication (IMC) and the integration of advertising and public relations raged during the 1990's. Special sessions such as the 1994 Pre-conference of the American Academy of Advertising in Norfolk, VA and volumes of scholarly journals devoted to IMC or integration questions have helped to inform research and curricula. Among the growing body of academic literature on IMC, *Public Relations Review* (Fall 1991) the *Journal of Marketing Communication* (1996) and the *Journal of Business Research* (November 1996) dedicated special issues to academic discussion of IMC.

According to Thorson and Moore (1996) a strategic communications plan can improve the effectiveness and efficiency of an advertisement or public relations plan. Programs that lean toward fusing public relations, marketing, and advertising can ensure that students learn about and gain a broader understanding of the communication tools used (Caywood & Ewing, 1991; Dilenschneider, 1991; Moriarty, 1994). Students, it is believed, can gain a better appreciation for the role that tools such as personal selling, pubiic relations, creative ad development, research, direct marketing, media planning, and copywriting play in the achievement of an organization's marketing objectives. By assessing and surveying students, this study illuminates their personal thoughts and feelings about their college learning experiences, preparation and readiness to work in the profession, and their thoughts and feelings about moving beyond majoring in advertising or public relations and focusing on a combination of the disciplines.

Our particular school of journalism has long resisted the establishment of a public relations major. To address this resistance to change in the journalism curriculum, the Advertising Department reviewed trends toward integrated communication programs that not only combine advertising and public relations but embrace other trends in integration of communication functions. The new model that emerged is called strategic communication.

The **Strategic Communication Model** that was tested in this study includes:

- A focus on building and maintaining mutually beneficial relationships
- An emphasis on the use of research to develop strategy and to evaluate effectiveness

- An international/multi-cultural approach recognizing diversity as a universal strategic challenge today
- New technologies as crucial channels of communication
- An integrated, "toolkit" approach that offers numerous tactics to implement strategy -- examples of tactics would be advertising, publicity, direct mail, email, web pages, special events, sales promotions -- the gamut of communication tools

The current study reports our efforts to determine how such a **Strategic Communication Model** would be assessed by current students in the journalism school. The purpose of this study is to assess student reactions and thoughts regarding the use of a strategic communications program in lieu of advertising and public relations during a time of transition to this integrated approach at the school.

Literature Review

Growing trends toward integration. In the late 1970s and throughout the 1980s, advertising agencies set out to offer clients more than advertising campaigns: they offered them public relations, sales promotions, and other direct marketing campaigns and tools that were based on reaching niche audiences, building better relationships with clients and target audience members, as well as the creation of ads that were effective in increasing sales and motivating consumers to action (i.e., visiting a store, changing attitudes, etc.) (Duncan & Caywood, 1996; Lloyd, 1996, Petrison & Wang, 1996; Prensky, McCarty & Lucas, 1996). According to Duncan and Caywood (1996) a number of forces were at play, among them diminishing advertising budgets. These trends toward integration and merging of advertising with public relations were formalized and further developed in the academy.

In their groundbreaking text, *Integrated Marketing Communications* (Schultz, Tannenbaum and Lauterborn, 1993), the authors argue that IMC goes beyond integration of functions. In this broadening of the definition of marketing, it becomes a bottom-line-accountable, streamlined effort to meet customer needs. The execution relies often on targeting.an increasingly segmented audience. Schultz, Tannenbaum and Lauterborn make clear that their concept of IMC goes beyond integration of functions to a blurring of professional definitions in a seamless campaign (1993). However, the approach tends to focus most on a single stakeholder group, the customer.

Lacking economic exigencies to embrace novel approaches to meeting client and management objectives, scholars were more conservative in adopting integration. Accordingly, the aggressive, willing tendency for professionals to adopt whatever will work to improve performance was not operative. There has been less acceptance of using a comprehensive or integrated approach in undergraduate academic programs (Griffin and Pasadeos, 1998; Duncan, Caywood & Newsom, 1993; Pasadeos, 2000; Treise & Schumann, 1995).

In the 1990's, a stronger case has been made for integrated or strategic communication in journals and textbooks. Claims are made that integrated efforts can improve the effectiveness and efficiency of an advertisement or public relations plan. Programs that lean toward fusing public relations, marketing, and advertising can ensure that students learn about and gain a broader understanding of the communication tools utilized (Caywood & Ewing, 1991; Dilenschneider, 1991; Moriarty, 1994; Thorson and Moore 1996). Scholars have begun to acknowledge that the

movement toward integration of organizations and their communication tactics that build and improve departmental performance by enhancing longer-term relationships (e.g., Caywood, 1997; Thorson & Moore, 1996; Nowak, Cameron & Delorme, 1996).

This trend has now taken on a critical mass. Regarding the professional community, Jones (2000) recaps several studies, "In a 1996 survey, Phelps and Johnson found that 67 percent of practitioners agreed that their companies were communicating with one voice, a major component of IMC. A 1997 study by Schultz and Kitchen found that 75 percent of the 121 agencies surveyed reported devoting at least 25 percent of their time to IMC-related tasks. Of the total, 25 percent reported spending 75 percent or more of their client time on IMC programs" (p. 3).

Similarly, a significant proportion of programs in advertising and public relations are combined, reflecting increasing momentum for integration. According to Johnson and Ross (2000), combined AD/PR programs have seen enormous growth over the past five years, with the number of graduates increasing by 78.1% and the number of students increasing by 85.5% between 1995 and 1999. Even in terms of raw numbers of students, the rise of joint programs of varying types is impressive. In 1999, undergraduate advertising students numbered 15,337, public relations students were at 14,874, while integrated programs enrolled 7,067 students. Full-time faculty growth in joint programs tracked with student growth, while lagging in separate programs. The growth in joint programs was attributed by faculty responding to the survey to two main forces: the need to eliminate duplication in course content and the economic savings from consolidating faculty and courses.

Since customers and clients are the lifeblood of every thriving business, future communicators need to learn how to create powerful marketing plans and communications that are persuasively written and designed. From news releases and advertisements to brochures and Web sites, the development of a strategic communication program may be one of the best and most effective ways to reach, obtain, and maintain an organization's customers.

Are advertising, public relations, and marketing programs teaching students how to write and design dynamic marketing communications that encompass and incorporate communication tools such as press releases, direct response ads, sales promotion plans and strategies, and advertising campaigns? Are programs today teaching students how to obtain the greatest results from an advertising campaign for the smallest investment of a client's time and money?

[CMF1]Strategic communication, as we see it, addresses these issues by including relationship management, research and planning, cultural awareness, use of diverse technologies to achieve goals, and employment of assorted communication tools.

Building and maintaining relationships

Strategic communication serves the integration of advertising, marketing and public relations best when relationships are a major focus. Whether those relationships involve vendors, investors, the community at large or consumers, strategic communication paves the way for organizational success.

Ledingham and Bruning (2000) note "research indicated that the organization – public relationships dimensions of openness, trust, involvement, investment, and commitment influence perceptions of *satisfaction* with the organization by public

members (Bruning & Ledingham), influence perceptions of satisfaction with the organization for business owners, managers, or both (Bruning & Ledingham, 1998a), and may be more influential than price or product features in predicting consumer behavior (Bruning & Ledingham, 1998c)" (p. 59).

Research

Katz and Lendrevie (1996) argue that as a variety of techniques, i.e., advertising, publicity, public relations, marketing, are employed to achieve organizational goals that those multiple techniques must be measured for effectiveness. While the authors acknowledge the importance of this activity, they also admit to its enormous difficulty. Just as students are required to be versed in a variety of production-based disciplines as they practice strategic communication, so must they be versed in a variety of measurement techniques.

Cultural awareness

Cultural awareness and sensitivity are necessary to capitalize on audiences fragmented by language, culture, and geography. Niche communication requires the understanding of various cultures to most effectively target each public. Such cultural awareness and understanding takes on new importance as publics become global and communication is instantaneous because of technological advances.

Diverse technologies

Students should learn to employ various media – longstanding and new – in meeting strategic communication goals. Several studies have indicated that students appreciate the incorporation of technologies both as pedagogy and in equipping

students for "real world" strategic communication use of such tools (Smith, Kim, and Bernstein, 1993; Eble, 1976; Lepper & Malone, 1985).

Assorted communication tools

Strategic communication combines tools like public relations, direct mail, email, web sites, sponsorships, sales promotions, and specialty advertising to meet organizational objectives.

Obstacles to the Integration of Advertising and Public Relations. A number of obstacles stand in the way of integration, ranging from fairly parochial ego and turf battles to more conceptual and definitional considerations. In some instances, genuine concern for the way a profession will be defined or limited have been reduced by detractors to ego issues or resistance to change (Duncan and Everett, 1993). Practitioners indicated the most serious barrier they saw to integration was internal turf battles, followed by "agency egos." However, recent work by Jones (2000) suggests that concerns are less egocentric and more based in functional difficulties related to integration. "Nevertheless, public relations practitioners showed strong support of IMC on the general attitude scale, and responses suggest they are not categorically rejecting IMC based on ego or turf battles" (p. 27).

Jones found that communication practitioners overwhelmingly support the IMC concept, but differ in the degree of integration, opting more for separate functions with coordination by someone overseeing all communication. Jones also suggested that the obstacle among professionals is one of indifference, not antipathy toward integration.

Other obstacles among practitioners include the range of skills required for integration posing a barrier to implementing integrated campaigns (Schultz and Kitchen,

1997). The question becomes a matter of confidence in the ability of one department or agency gathering and capitalizing on all of the talent needed to conduct integrated communication programs. Other executives feel that it is best not to put all talent, innovation, and strategic eggs in one basket (Thorson and Moore, 1996). Although advertising and public relations agencies continue to merge, acquire each other, or affiliate in various ways (Wilcox, Ault, Agee and Cameron, 2000) to provide "one-stop shopping," few clients want to rely on a single source for all of their communication services and consultation (Duncan and Everett, 1993).

Practitioners also express reasonable concerns about the IMC orientation to an academic approach to communication that emphasizes research information to improve long-term customer relationships. By contrast, the practitioner looks more toward the bottom line, i.e. an arguable link between IMC and immediate sales (Schultz 1996). Evaluation problems for IMC are also frequently offered by practitioners. It's difficult enough to evaluate one tactic, much less the effectiveness of IMC with multiple tactics ramped out simultaneously. Add to this the purported synergism effect that makes the whole greater than the sum of its parts, and measurement becomes problematic (Chang, Cropp and Cameron, 2000; Schultz 1996).

Pasadeos (2000, p. 74) commented on educators failing to integrate in their scholarly activity and in their classrooms. "The findings indicate that, to a large extent, public relations and advertising scholars do not read each other's work, do not write on similar topics, do not cite a common literature, and do not agree on matters of curricular integration" (p. 74). This problem most comes to light when actual classes are offered that primarily serve as traditional advertising or public relations courses with an

integrated tint added. In substance and emphasis, it is very difficult for faculty with experience and training in one or the other discipline to truly move to an integrated approach.

Public Relations Concerns About Integration. Public relations scholars have been particularly energetic in articulating and documenting some of the negatives for public relations that arise from the IMC approach. Lauzen stated:

> When the interaction between departments with domain similarities occurs as a result of perceived power differences, turf wars often develop with one department intruding on the activities traditionally in the domain of the other. Termed 'imperialism,' this behavior has important consequences for public relations, not the least of which is encroachment – the assignment of non-public relations professionals to manage the public relations function (Lauzen, 1991, p. 245).

From the perspective of public relations scholars, a distinction is made in foundational definition of PR and marketing. While PR thinkers talk of "a hospitable environment for an organization," marketers think in terms of achieving "an organization's economic objectives" (Broom, Lauzen and Tucker, 1991). This latter approach to communication functions is deemed constraining among public relations theorists, using the term marketing imperialism to describe such limitations (Lauzen, 1991).

Jones encapsulated this concern, stating "Many public relations practitioners and academics see public relations as going beyond the goal of selling. Some fear the integration of public relations with advertising as a mere promotional tool will lower the profession from a strategic level to a craft level, while its broader function of maintaining

relationships among publics will be forgotten" (Jones 2000, p. 4). How this plays out in many cases is elaborated by Hallahan (1996) in his review of product publicity.

In Lauzen's program of research (Lauzen, 1991, 1992, 1993; Lauzen and Dozier, 1992) marketing imperialism limits not only the public relations function, but harms the entire organization by focusing on marketing at the expense of other components of an organization's communication system. Stakeholders such as investors, regulators, employees are given short shrift. This encroachment on the role of public relations in the organization (Lauzen, 1991) leads to higher costs.

Grunig and colleagues distinguish public relations from marketing by pointing to the usual objectives for public relations (Ehling, White and Grunig, 1992; Grunig and Grunig, 1991). They talk about cost-savings (e.g., PR forestalls regulation, litigation, consumer boycott, stock revaluation, crisis, etc) as opposed to revenue generation for marketing through sales of products or services. Grunig also made the point, based on his definition of publics from his textbook with Todd Hunt, that publics are distinct from markets (Grunig and Hunt, 1984). Publics arise around issues, whereas markets are linked only to the organization's product or service. Publics are more diverse, depending upon the issue, with impacts that are only tangential to sales while central to other concerns of the organization.

In sum, change is afoot among academic programs and practitioner ranks, but the change is met by detractors with genuine concerns for the direction and impact integration might have on the several professions involved. We set out to assess how students in a longstanding program with decades of tradition would view a strategic communication model that offers integration without marketing imperialism.

Research Objectives and Questions

Method

Rationale and overview

There is a generally acknowledged movement toward integration of organizational activities aimed at communication that builds and improves relationships (e.g., Caywood, 1997; Cardwell, 1997; Thorson & Moore, 1996; Nowak, Cameron & Delorme, 1996). As employers expect graduates in advertising and public relations to take on a variety of communication management roles, it is the responsibility of educators to adapt programmatic expectations and create new pedagogical paradigms.

This study establishes how current university students in a large Midwestern school of journalism respond to changing the focus of a traditional program in advertising and public relations to that of a strategic communication model.

Participants and Procedure

A convenience sample of all students enrolled in an introductory advertising course over three semesters completed an anonymous questionnaire at the end of each full semester. Although the department is called Advertising, students often select careers in both advertising and public relations and the introductory course was recently revamped to introduce both disciplines through the use of the strategic communication model presented above. The population for the study, then, is being exposed to the new model as this change occurs.

A total of 194, males (n = 46) and females (n = 148), participated. Subjects were majors in advertising and public relations (n = 107), news editorial (n = 5), broadcast (n = 11), magazine (n = 8), agricultural journalism (n = 8), photojournalism (n = 8), mass media (n = 10) and marketing (n = 22). Procedures were approved by the appropriate institutional review board.

A quantitative survey was used to collect data from students who are enrolled in journalism, advertising/public relations, marketing and other communication-related programs. One section of the survey was specifically for those students who were enrolled in advertising/public relations courses, one was for students interested in a wide variety of journalism topics. The questionnaire consisted of 30 questions, including 13 Likert scale items, 2 ranking items, and 5 open-ended questions. The instrument also measured demographic information such as ethnic background, age, gender, grade point average, type of degree, area of concentration and professional practice, year of graduation, and level of experience in the career choice. The survey instructions encouraged respondents to elaborate on any of their responses with additional written comments.

At the end of the introductory course, a total of 198 junior and senior students enrolled over three separate semesters were given the extra credit assignment of providing thoughts about the quality of training and skills they received during their university education. Students were told the surveys would not be graded and that they would receive extra course credit for participation. They were asked to be as honest and open when answering the questions as possible. Respondents were told to provide positive and negative reactions to their experiences in courses related to their major,

and were asked to provide self-evaluations and thoughts that related to their comfort and confidence in the career training provided in their respective courses. Instructions were as follows:

> As someone with interest in learning about the field of advertising and public relations, we are interested in your perspectives and opinions (we know that your views will change with experience). Focus groups and interviews with professionals by the Advertising Department suggest that the field may be moving toward an integrated, strategic communication model. By completing the survey, you will help the researcher determine how your individual needs and desires might influence your attitudes toward higher education and its role in preparing you for a career. Keep in mind, your identity will be anonymous and all responses will be kept confidential.

Questions concerning the need to change

Students were asked to respond to the following questions using a five-point Likert scale (Strongly agree to strongly disagree):

A focus on building and maintaining mutually beneficial relationships is very important in preparing me for the job market;

Our advertising program should emphasize the use of research to develop strategy and to evaluate effectiveness;

An advertising program should provide an international/multi-cultural approach recognizing diversity as a universal strategic challenge today;

I need to understand and learn about new technologies as important crucial channels of communication;

Our advertising program should provide an integrated, "toolkit" approach that offers numerous tactics to implement strategy – examples of tactics would be advertising, publicity, direct mail, email, web pages, special events, sales promotions- the gamut of the communication tools.

After answering these broad questions, students were asked to use the same five-point Likert scale to provide their thoughts and feelings about changing the existing advertising program to a strategic communication program. Questions were as follow:

I think the advertising department should adopt a strategic model of communication as a guiding principle;

I think that strategic communication is more relevant for a Master's degree program than for undergraduate education;

I think that strategic communication is a more relevant name for the advertising industry;

I am interested in furthering my education by attending graduate school;

The School of Journalism's program has been helpful in preparing me for a career in journalism and mass communication;

I prefer to gain professional experience before attending (or considering) graduate school.

After completing this section, students were asked to rank order, using a scale of one to ten, with ten being the highest, the most important criteria when shopping for graduate programs or schools. The criteria provided for students to rank were:

scholarships; type of courses offered; faculty interest and expertise; tuition; geographic location; extracurricular activities; research program; and other.

The other ranking item asked students to rate areas of advertising and public relations according to their level of interest. Using the aforementioned ranking order, students ranked the following areas: account executive; crisis management, research, issues management, creative, broadcast production, corporate communications, marketing and IMC-related activities; media planning, buying and sales; direct marketing; media relations; promotions and special events; and new media communications.

The open-ended items asked students to identify: the most beneficial aspects of their education at the school of journalism; the least beneficial aspect of their education, and to talk about the additional courses they feel that the Journalism school should offer in order to better prepare and equip them for work in their area of interest. Students were also asked to identify the skills they felt were needed in order to better prepare and equip them for their careers.

Demographic items measured: ethnic background (Caucasian, African American, Asian, Indian, Hispanic, and other); age, gender, grade point average, the type of degree they will receive (BJ, Master's, and Doctorate), the area of professional practice preferred for a first position (advertising agency, corporate position, non-profit organization, public relations firm, government position, and other), the year of graduation (1999, 2000, 2001, 2002), and the area of concentration (advertising, news editorial, magazine, broadcast, photojournalism, marketing, agricultural journalism, and

other). Respondents also were asked whether they had worked or interned in advertising or public relations at any time.

Results

Demographics

Of the 198 participants, 84% (n = 167) were Caucasian, 3% (n = 6) African American, 6% Asian (n = 11) and 5% (n = 10) identified their background as "other." Age of the participants ranged from 19 to 33, with the average age being 21 (sd = 1.53). The average self-reported grade point average was 3.3 (sd = .42), ranging from 1.0 to 4.0 out of a 4.0 grade point scale distribution.

With respect to type of degree expected, the average journalism degree reported in this study was the Bachelor's degree (n = 151). However, eight people reported pursuing Master's degrees and three people stating that they were pursuing doctor of philosophy degrees.

Of the 198 students participating in this study, 46% (n = 88) were pursuing jobs in an advertising agency, 17% (n = 33) stated that they were seeking employment within the corporate world, 4% (n = 8) were seeking jobs with non-profit organizations, while 7% (n = 14) were seeking jobs in public relations and 4% (n = 8) were planning to pursue government jobs. Forty-one people or 21% of the sample identified "other" as the position they were seeking after graduation.

In terms of anticipated graduation date, most students in this sample were expecting to graduate in the year 2001 (63%, n = 121). However, some students in the

earlier administration of the survey reported graduation dates in 1999 (n = 8), 2000 (n = 58), and 2002 (n = 5).

Data Analysis

In order to analyze data and understand student thoughts and feelings about changing the focus of an advertising department, responses to the strongly agree and agree questions were combined to form one variable, "agree," and responses to the strongly disagree and disagree statements were also combined to form a "disagree" variable. Neutral or "don't know" responses remained unchanged.

What do students think about changing to a strategic communication model?

The present research focuses on assessing student attitudes toward strategic communication. Figure 1 provides an overall assessment of student attitudes toward change and implementation of a strategic communication model. It becomes apparent that students studied in this sample feel that advertising programs should provide emphasis on learning new technologies (98%), enhance understanding of how to use integrated communications tools like public relations, copywriting, graphic design, and other advertising skills (90%), as well as teaching them about relationship building with clientele (87%).

Data show that while most students in this study responded favorably to changing the focus of the traditional advertising and public relations programs to that of a strategic communication model, non advertising majors responded more favorably to change than did advertising and public relations majors ($p < .001$). A simple main effects test was used to uncover how means differed with respect to the five guiding principles.

It was discovered that advertising majors (M = 1.4, p < .01) expressed greater positive attitudes on the need for programs to focus on building and maintaining mutually beneficial relationships than did non advertising majors (M = 2.0). Data also revealed that advertising majors expressed a greater desire to understand and learn about new technologies (M = 1.2) than did the non advertising majors (M = 1.5). **And, with respect toward the idea that advertising and public relations programs should provide** an integrated, "toolkit" approach offering numerous tactics to implement strategy, again, advertising majors expressed a greater desire for this change (M = 1.3) than did the non majors (M = 1.7).

Effects of Independent Variables

A multiple analysis of variance was conducted on the above dependent variables to determine if perceptions varied with respect to prior experience, ethnicity of the student, gender, major, degree sought and area of specialization. Results show that prior experience working in advertising and public relations did not influence responses to the above questions (all p's > .4). However, data show that Caucasian and African American students believe that programs should focus on building and maintaining mutually beneficial relationships with clients, significantly differing in thoughts and feelings held by Asian students (F = 4.7, p < .01).

Effects of Gender

Data analysis reveals that males and females responded differently to the measures. Females, according to the data, believe that advertising and public relations

programs should focus on building mutually beneficial relationships, $F(1) = 5.2$, $p < .01$, and such programs should provide an international multi-cultural approach, $F(1), = 3.7$, $p < .05$.

Should universities and journalism programs adopt a strategic communication approach in their curriculum?

When asked whether journalism programs should adopt a strategic communication approach to the undergraduate curriculum (see Figure 2), 73% agreed that such an approach was best. Only 5% disagreed with the need for a strategic communication curriculum. Forty-three percent believed that strategic communication is the best emphasis for a graduate degree; 31% disagreed.

Over one-third (38%) agreed that the strategic communication model was most relevant in practice. More than one-third (34%) were neutral in their opinions about the relevance of strategic communication to practice, and another 28% disagreed that a strategic communication model was relevant to practice in the industry.

A correlation analysis was run on the five guiding principles and interesting relationships emerged. The only significant relationships were among those persons interested in public relations and advertising. Figure 3 provides a presentation of the most significant findings. Data show that individuals interested in advertising and public relations are also interested in learning how to build and maintain relationships, understanding new technologies, learning more about integrated toolkits such as the use of press releases, copy writing and other strategic communication tools used to create persuasive messages. Data further reveal that advertising and public relations

students are most interested in pursuing masters degrees that provide programs using principles of strategic communication. No other significant relationships were found in the data (all p's > .5).

Discussion and Conclusion

The findings here shed light on a significant curricular question confronting advertising and public relations programs: Should programs merge and adopt an integrated approach such as the strategic communication model offered here for evaluation by students? The student perspective is only one of several that should be given credence, but certainly the student voice should be heard.

Student respondents were fairly uniformly favorable in their assessment of the five guiding principles of strategic communication that were presented to them in this study. The favorable ratings ranged from a high of 98% for new technology to a still-robust low of 75% for strategic research.

Similarly, almost three-quarters (73%) of student respondents felt the strategic model should be adopted by their academic department. But only 43% felt the model was more relevant for a masters degree program. Students were much less certain how to respond to the proposition that the model should be adopted by industry. Essentially, respondents divided into thirds for favorable, unfavorable and neutral on this question. It may be that many more students felt the model was an academic construct and not something for industry. Also, many students took a neutral stance, suggesting that they could not speak for the communication industry.

Given that recent surveys of the industry cited in this study indicate a galvanizing shift to an integrated approach, it may be important to make students more aware of this

trend, both in our textbooks, in our lectures, and in our arrangements for guest professionals in the classroom. Regardless of how the students or the professor feel, this trend should be reviewed, discussed and even debated if need be.

The current rush to digitize our curriculum and our classroom activities should continue, if student wants are to be acknowledged. One reason for serious consideration about enhancing advertising and public relations programs lies in the ability to equip students with skills and experiences that are needed in the "real-world." Data show that students in this study are interested in learning more about new technology. From a pragmatic perspective, university professors can enhance the learning environment and meet this student expectation in a number of ways, but most importantly by practicing what we preach, by simply adding electronic mail (i.e., list servs) to their course content, developing Powerpoint presentations, demonstrating web-based content, using industry software for research and media planning, and so forth.

The data from this survey suggests that students recognize the value of an integrated toolbox. The findings affirm that students agree with scholars (e.g., Caywood & Ewing, 1991; Dilenschneider, 1991; Moriarty, 1994) that an integrated education is important. The puzzle is why students are in disagreement about the relevance of strategic communication in the industry. This finding suggests the need for more education regarding the shift within the industry to a more integrated model of practice.

The findings suggest an increased emphasis on the value of relationship building in strategic communication. Long the domain of public relations, students with varied professional interests indicated that relationship building should receive emphasis in the

strategic communication classroom. This finding suggests that educators should continue to move beyond a technician mindset and a persuasive effects approach toward teaching how relationships impact the efficacy of a long-term communication program.

Because the response to the strategic communication model was mostly positive, there were few distinctions as a function of gender, age, major or intended career direction. However, three of the guiding principles were significantly more appealing to those intending to work in advertising than to those heading toward other types of communication work. Relationships, new technologies, and a toolkit approach all were accorded this higher favor by advertising hopefuls.

In correlation analysis, the relationship factor was even more clearly a concept favorable to advertising majors than to public relations majors. Given that relationship management has been a fundamental of most current definitions of public relations, it is ironic that the purportedly more persuasive, one-way discipline of advertising embraces relational elements more than do public relations majors. It may be that advertising majors are adopting the relationship concept through cognate work in marketing. Whatever the reason, the finding certainly flies in the face of concerns among many public relations educators that advertising is too unidimensional and linked as a tool to marketing.

Our findings are clearly more important as a first indication of what students think about trends toward integration. Replication over time at our institution as well as at many other programs would begin to flesh out how students, our crucial audience as educators, perceive integrated models of communication. As we strive to practice what

we teach, such data provides formative data for our instruction and a baseline for tracking changes over time.

Figure 1

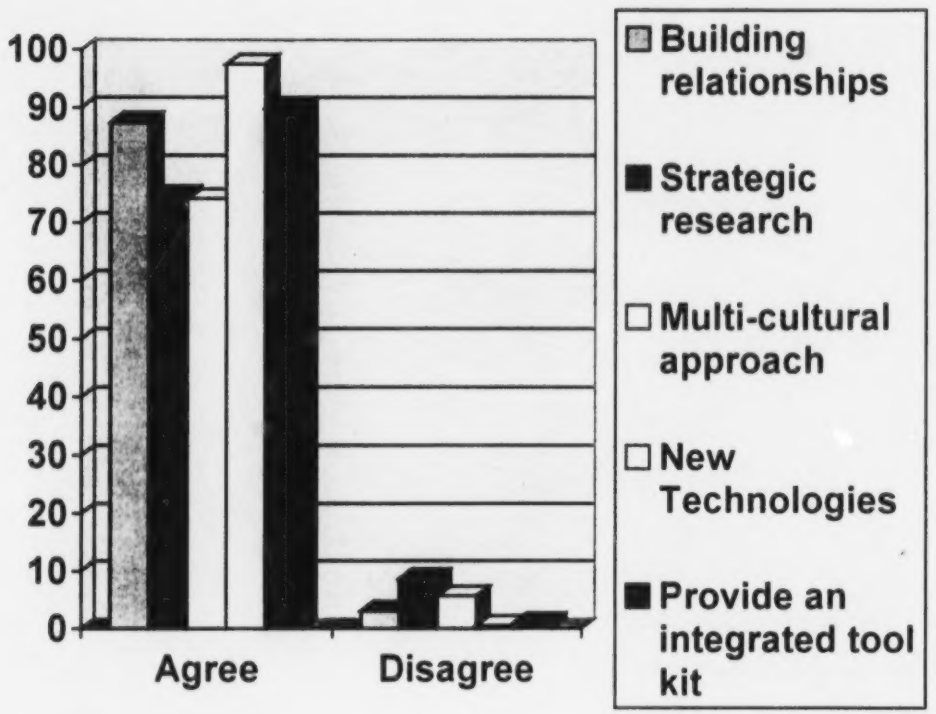

Figure 2[CMF2]

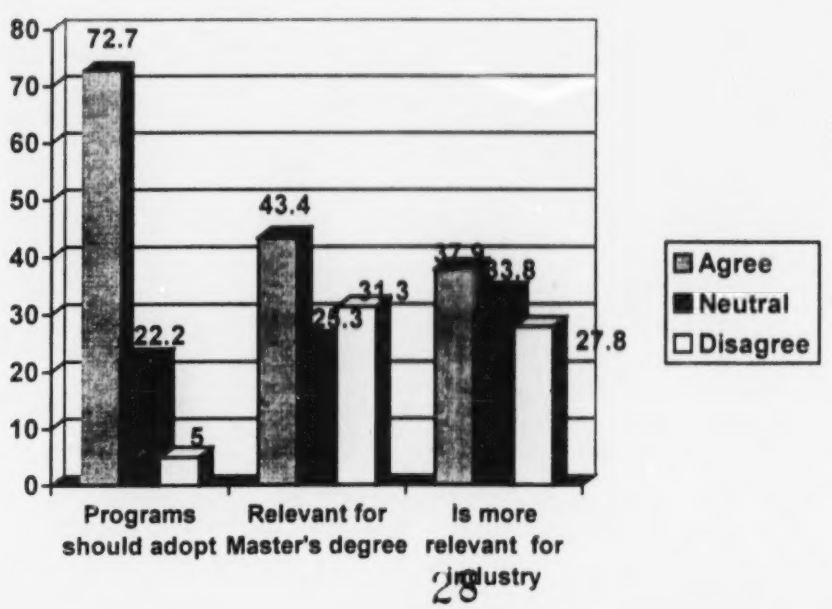

Figure 3

Area of Interest	Guiding Principle of Factor	Correlation	P value
Crisis Management	Focus on Relationship Building	.23	.05
New Media Communications	Research	.23	.05
Advertising career	Mutually Beneficial Relationships	.37	.0001
	Multicultural Focus	.35	.0001
	New Technologies	.34	.001
	Integrated Toolkit	.37	.0001
	Master's Degree	.29	.004
Public Relations	Mutually Beneficial Relationships	.37	.001
	Multicultural Focus	.45	.001
	New Technologies	.33	.001
	Integrated Toolkit	.37	.0001
	Master's Degree	.29	.004

Works Cited

Broom, G. M., Lauzen, M. M., & Tucker, K. (1991). Public relations and marketing: Dividing the conceptual domain and operational turf. Public Relations Review, 17, (3), 219-225.

Bruning, S. D. & Ledingham, J. A. Organization-public relationships and consumer satisfaction: The role of relationships in the satisfaction mix. Consumer Research Reports.

Bruning, S. D. & Ledingham, J. A. (1998a, August). Organization and key public relationships: Testing the influence of the relationship dimensions in a business to business context. Paper presented at the annual meeting of the Association for Education in Journalism and Mass Communication, Baltimore, MD.

Bruning, S. D. & Ledingham, J. A. (1998c, November). Public relations in the marketing mix: Relationships and the "bottom line." Paper presented at the annual conference of the National Communication Association, New York.

Caywood, C. (1997). The Handbook of Strategic Public Relations and Integrated Communications. New York: McGraw-Hill.

Caywood, C. & Ewing, R. (1991). Integrated marketing communications: A new master's degree concept. Public Relations Review, 17, (3), 237-244.

Chang, Y., Cropp, F., and Cameron, G. T. (2000). Talk the talk, walk the walk: Advancing measurement in public relations. Paper presented at the Association of Educators in Journalism and Mass Communication conference, August 2000.

Dilenschneider, R. L. (1991). Marketing communications in the post-advertising era. Public Relations Review, 17, (3), 227-236.

Duncan, T. & Caywood, C. (1996). The concept, process, and evolution of integrated marketing communication. In Thorson, E. & Moore, J. (eds.), Integrated communication: Synergy of persuasive voices, Mahwah, N. J.: Lawrence Erlbaum Associates, 13-34.

Duncan, T., Caywood, C. & Newsom, D. (1993). Preparing advertising and public relations students for the communications industry in the 21st century,. (Task Force on integrated communication, December 1993).

Duncan, T. R. and Everett, S. E. (1993). Client perceptions of integrated marketing communications. Journal of Advertising Research, May/June, 30-39.

Eble (1976). The Craft of Teaching. San Francisco, CA: Jossey-Bass.

Ehling, W. P., White, J., & Grunig, J. E. (1992). Public relations and marketing practices. In Grunig, J. E. (ed.), Excellence in public relations and communication management. Hillsdale, NJ: Lawrence Erlbaum Associates, 357-393.

Griffin, W. G. & Pasadeos, Y. (1998). The impact of IMC on advertising and public relations education. Journalism & Mass Communication Educator, 53, (2), 4-18.

Grunig, J. E. & Grunig, L. A. (1991). Conceptual differences in public relations and marketing: The case of health-care organizations. Public Relations Review, 17, (3), 257-278.

Grunig, J. E. & Hunt, T. (1984). Managing Public Relations. New York: Holt, Rinehart and Wilson.

Hallahan, K. (1996). Product publicity: An orphan of marketing research. In Thorson, E. & Moore, J. (eds.), Integrated communication: Synergy of persuasive voices, Mahwah, N. J.: Lawrence Erlbaum Associates, 305-330.

Johnson, K. F. and Ross, B. I. (2000). Advertising and public relations education: A five-year review, Journalism & Mass Communication Educator, 55, (1), 66-72.

Jones, A. (2000). Ego involvement and practitioners' attitudes toward integrated marketing communication. Paper presented at the Association for Educators in Journalism and Mass Communication annual conference in Phoenix, AZ, August 2000.

Katz, H. & Lendrevie, J. (1996). In search of the Holy Grail: First steps in measuring total exposures of an integrated communications program. In Thorson, E. & Moore, J. (eds.), Integrated communication: Synergy of persuasive voices, Mahwah, N. J.: Lawrence Erlbaum Associates, 259-270.

Lauzen, M. (1991). Imperialism and encroachment in public relations. Public Relations Review, 17, (3), 245-255.

Lauzen, M. (1992). Effects of gender on professional encroachment in public relations. Journalism Quarterly, 69, 173-180.

Lauzen, M. (1993). When marketing involvement matters at the managerial level. Public Relations Review, 19, 247-259.

Lauzen, M. & Dozier, D. M. (1992). The missing link: The public relations manager role as mediator of organizational environments and power consequences for the function. Journal of Public Relations Research, 4, (4), 205-220.

Ledingham, J. A. & Bruning S. D. (2000). A Longitudinal study of organization – public relationships dimensions: Defining the role of communication in the practice of relationship management. In Ledingham, J. A. & Bruning, S. D. (eds.), Public relations

as relationship management: A relational approach to the study and practice of public relations, Mahwah, NJ: Lawrence Erlbaum Associates, 55-69.

Lepper, M. R. & Malone, T. W. (1985). Intrinsic motivation and instructional effectiveness in computer-based education. In R. E. Snow and M. W. Farr (eds.), Aptitude, Learning and Instruction: III. Conative and affective process analyses, Hillsdale, NJ: Erlbaum.

Lloyd, C. V. (1996). How leading advertising agency media directors view integrated communication: A qualitative study of integrated communications and the media planning process. In Thorson, E. & Moore, J. (eds.), Integrated communication: Synergy of persuasive voices, Mahwah, N. J.: Lawrence Erlbaum Associates, 35-48.

Moriarty, S. E. (1994). PR and IMC: The benefits of integration. Public Relations Quarterly, 39, (3), 38-44.

Nowak, G., Cameron, G. T., & Delorme, D. (1996). Beyond the world of packaged goods: Assessing the relevance of integrated marketing communications for retail and consumer service marketing. Journal of Marketing Communications, (2), 173-190.

Pasadeos, Y. (2000). Conflict attitudes toward an integrated curriculum: IMC instruction may be easier said than done. Journalism & Mass Communication Educator, 55, (1), 73-78.

Petrison, L. A. & Wang, P. (1996). Integrated marketing communication: Examining planning and executional considerations. In Thorson, E. & Moore, J. (eds.), Integrated communication: Synergy of persuasive voices, Mahwah, N. J.: Lawrence Erlbaum Associates, 153-165.

Prensky, D., McCarthy, J. A., & Lucas, J. (1996). Integrated marketing communication: An organizational perspective. In Thorson, E. & Moore, J. (eds.), Integrated communication: Synergy of persuasive voices, Mahwah, N. J.: Lawrence Erlbaum Associates, 167-183.

Schultz, D. E. (1996). Problems that practitioners have with IMC. Marketing News, 30, (23), 11.

Schultz, D. E., and Kitchen, P. J. (1997). Integrated marketing communications in U.S. advertising. Journal of Advertising Research, 37, (5), 7-19.

Schultz, D. E., Tannenbaum, S. I., and Lauterborn, R. F. (1993). Integrated marketing communications: Pulling it together and making it work. Lincolnwood, IL: NTC Business Books.

Smith, C., Kim, H., & Bernstein, J. (1993). Computer-mediated communication and strategies for teaching. Journalism Educator, 48, (1), 80-83.

Thorson, E. & Moore, J. (Eds.) (1996). Integrated communication: Synergy of persuasive voices, Mahwah, N. J.: Lawrence Erlbaum Associates.

Treise, D. & Schumann, D. (1995). Advertising and marketing in cross-functional instruction. Journalism Educator, 50, (1), 48-54

Wilcox, D. L., Ault, P. H., Agee, W. K., & Cameron, G. T. (2000). Public relations: Strategies and tactics, Sixth edition, New York: Longman.

Top of Form 1